



# Career Advising Toolkit

## Career Activity Pages

Activity #	Title	Topic
<a href="#">C-1</a>	<a href="#">What am I Worth?</a>	Career Exploration, ILP, Goal Setting
<a href="#">C-2</a>	<a href="#">An Evening with Business and Industry</a>	College Awareness, Career Exploration, Interviewing Skills, ILP
<a href="#">C-3</a>	<a href="#">Come Tweet with Me</a>	Communication,
<a href="#">C-4</a>	<a href="#">Career Changes</a>	Career Exploration, ILP, Goal Setting
<a href="#">C-5</a>	<a href="#">Connecting Careers with NEW TECH DEVICES</a>	Communication, Technology
<a href="#">C-6</a>	<a href="#">Word Jumble "EUMRSE"</a>	Resumes, Communication, Career Exploration, ILP
<a href="#">C-7</a>	<a href="#">From Classroom to Community</a>	ILP, Career Exploration, Goal Setting,
<a href="#">C-8</a>	<a href="#">"You" Tube</a>	Positive Attitudes, ILP
<a href="#">C-9</a>	<a href="#">I am TEAM I</a>	Team Building, Collaboration, Communication
<a href="#">C-10</a>	<a href="#">I am TEAM II</a>	Leadership, Communication, Collaboration
<a href="#">C-11</a>	<a href="#">I am TEAM III</a>	Teambuilding, Collaboration
<a href="#">C-12</a>	<a href="#">I am TEAM IV</a>	Teambuilding, Collaboration, Communication, Decision Making



## Activity C-1: What am I worth?

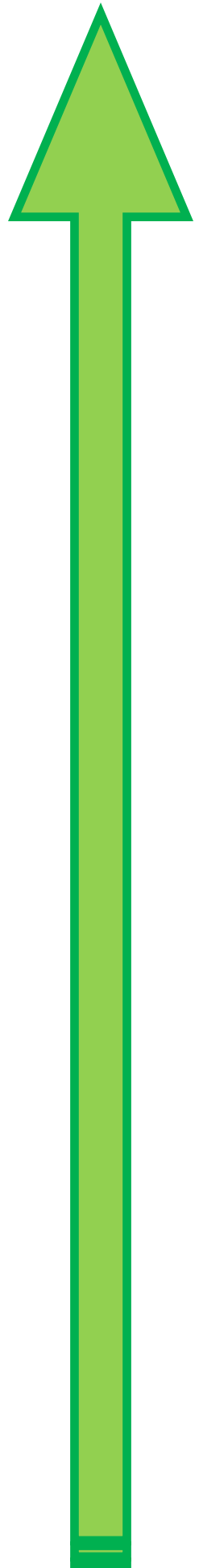
☐ Academic    ☒ Career    ☐ Personal/Social

### Overview:

Schools generally cover aspects of a job that a student may be interested in. There is another step however that will make those discussions more relevant and garner greater student interest. This is achieved by asking students what income they would like to have 4 years after high school.

### Procedure/Guidelines:

1. Students will need to complete the “Career Matchmaker” assessment in their ILP. This is found by clicking on Career Cruising in the blue banner at the top left of the screen. Next click on Career Matchmaker to get started. Students will receive a list of 10 suggested careers after answering the first 39 questions. (There are a total of 114 questions and it is recommended that all questions are answered to get the most accurate results). Before beginning post the following headings on a board in the classroom: “job” “earnings”, “outlook”, “education”
  - a. Using the 10 recommended careers in each student’s ILP have them click on the one career that is most appealing to them.
  - b. From the blue banner at the left of the screen have them click on “Earnings”. This page will show them potential salaries in KY as well as any state in the country. It will also provide a projection for the market for this position in 2018.
  - c. Ask each student to share what they have found and record under the appropriate heading on the board.
2. For each student, ask if the earnings would meet the needs/wants they project they will want to earn 4 years after high school. Record a “yes” or “no” by each career.
3. Review all of the “no” listings and discuss how education could improve their projected salary. Read the “Earnings” section that indicates that achieving a college degree will increase potential earnings. Next have students “related careers” in the blue banner to research other jobs that utilize the same skills/knowledge as their original choice. Allow time for exploration (15 minutes) and then ask if they have found another position that appeals to them.
4. Finally, have students return to the ILP main page (purple button at the top of the screen) and click on “Goals and Plans”, then “Career Planning Activities” and record today’s activity by clicking on the “Career Planning Activity” area and selecting “ILP Activities” from the drop down box.





## Activity C-2: An Evening with Business and Industry

☐

Academic



Career



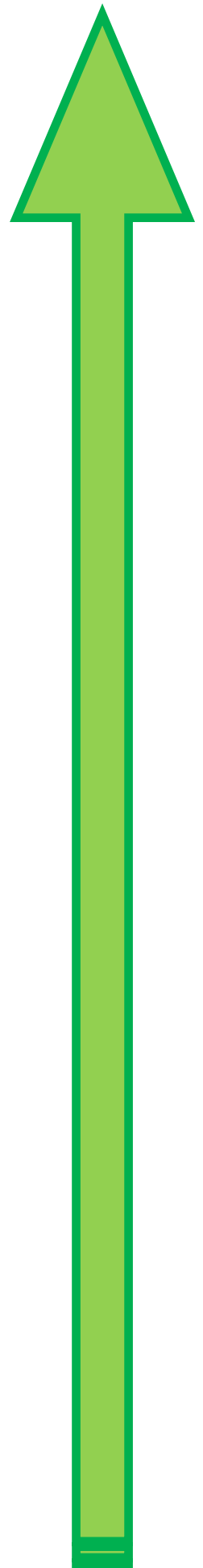
Personal/Social

### Overview:

Schools have traditionally held college fairs, but often ignore the aspect of career that might help students look more clearly at college. In conjunction with a college fair, or as a stand-alone event, consider hosting “An Evening with Business and Industry”.

### Procedure/Guidelines:

1. Invite members of your business community to attend. They could participate in many of the following ways:
  - a. Set up a booth to represent and/or introduce their business/industry. Business members can greet students; discuss their business and what types of jobs/career are employed in their business. They could also discuss what education is required to work for their company.
  - b. Discuss available jobs/career paths that the company will have open in the near future
2. Consider holding a Mock Interview Panel utilizing some of the business and industry professionals you have invited. Students can gain valuable experience with actual job interview scenarios.
3. Consider hosting a few career presentations, or even panel speakers, where students interested in a certain career cluster go to a certain location where business/industry professionals will discuss the career fields, the employability outlook, salaries and academic requirements. Students could also ask the professionals questions about the career field.
4. Consider allowing students to complete their resume through their ILP and then print these out to take to career and industry professionals for feedback. The professionals could suggest ways to improve the student resumes.





## Activity C-3: Come Tweet with Me



Academic



Career



Personal/Social

### Overview:

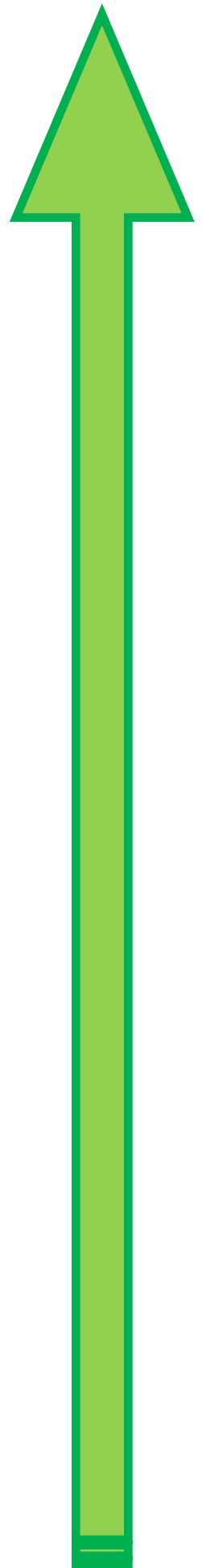
Communication with students can be a challenge because they tend to tune out what is not of immediate interest to them. Important information and opportunities do not always make it home to parents, who really would like to have access to the information. Consider having your Counseling Department, your Administrators, even your school department chairs Tweet important information to parents and students.

- Twitter and other Social Media outlets. Schools could also consider having a Facebook page in addition to, or instead of, Tweeting.

### Procedure Guidelines:

There are many events and pieces of information that would be of real use to parents, and that students may pay more attention to if it were presented in a format that is more accessible to them. Consider “Tweeting” about the following:

- Upcoming Assessment dates (ACT, PSAT, KCCT, etc)
- ACT registration deadlines
- School Events (Career Day, Parent-Teacher Conferences, School Pictures)
- Financial Aid deadlines
- Information about College/Career Fairs being held in the community
- Parent/Guardian volunteer opportunities at the school
- Information about available scholarships and deadlines for applying





## Activity C-4: Career Changers

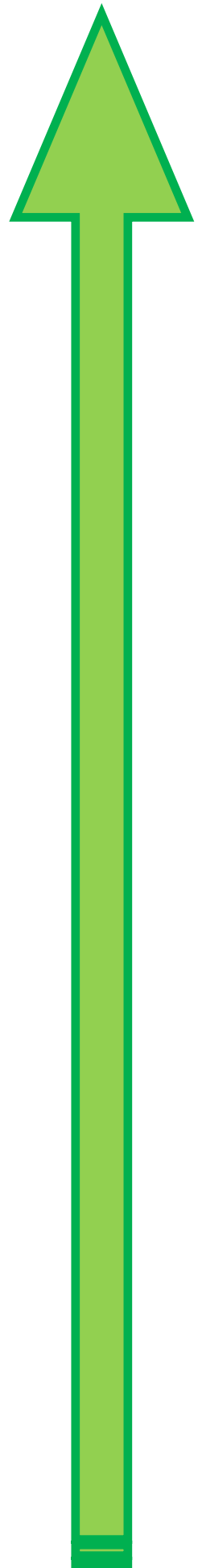
☐ Academic    ☒ Career    ☐ Personal/Social

### Overview:

In the area of career planning, some occupations may be referred to as traditional or non-traditional. Increasing the students' understanding of these differences may impact their choice of a career pathway.

### Procedure Guidelines:

1. Have students brainstorm examples of traditional and non-traditional careers. Chart student responses.
2. Provide students with the following definition:
  - Non-traditional careers are those where more than 75% of the workforce is of the opposite gender". [http://www.quintcareers.com/non-traditional\\_careers.html](http://www.quintcareers.com/non-traditional_careers.html)
  - Refer to charts from brainstorming session. Discuss and highlight examples that fit the definition. (e.g., male nurse, female construction worker).
3. Pair or group students (2-4 per group) to complete ILP research on identifying traditional and non-traditional careers in the 14 career clusters:
  - a. Log onto the ILP and click on the purple 'Careers' button at the top of the screen. Next, click on "Kentucky Career Clusters". Assign one cluster to each pair /group to select 5 careers and label them as "traditional" or "non-traditional". (For examples of female and male non-traditional careers, visit the link above).
  - b. Have students share their lists and debrief with whole group.
4. Repeat the above process with 3 suggested careers in each student's ILP.
5. Finally, have students record this experience in their ILPs. Click on "Goals and Plans" in the blue banner on the left of the screen. Next click on "Career Planning Activities. From the drop down box, select "ILP Activities", enter the school name and class, date and briefly describe what you learned from this activity about traditional and non-traditional careers/jobs.





## Activity C-5: Connecting Careers with NEW TECH DEVICES

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Academic



Career



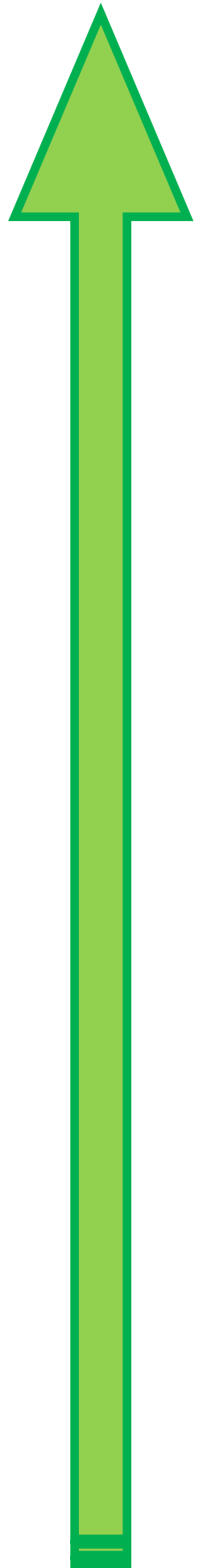
Personal/Social

### Overview:

Today's students are very familiar with and adept at using social networking technology. In order to capitalize on this natural interest consider using these technologies to engage students in achieving their personal and career goals.

### Procedure/ Guidelines:

1. Have students brainstorm about new technology devices they know and list for all to see. Ask and place check marks beside: technologies/tools they personally own, and use on a daily basis?
2. Provide and showcase various types of devices (e.g., iPad, netbooks, tablets, eReaders, Nook, Kindle, Sony, smartphones (including iPhone, Androids, Blackberry) that you can access. Consider asking students, a colleague or local vendors to provide those that you do not have.
3. Teacher will demonstrate how they use various networking applications (e.g., Facebook, Twitter, Flickr, mySpace, LinkedIn, Bebo, and Ning). Consider inviting various staff/upper classmen, or community members to demonstrate how they use these applications for professional networking in their career fields.
4. Provide printed copies of each student's career suggestions from their ILP. In small groups, ask students to list ways these applications/devices can be used for networking, collaboration, and communication skills and at least three new ways that these applications/devices could be used in their suggested career paths/fields.
5. As a follow-up activity, assign students to create a PowerPoint/podcast demonstrating the impact that applications/devices have on career development and planning. This could be completed as an individual assignment or by grouping students in similar career fields.





## Activity C-6: Word Jumble “EUMRSE”

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Academic

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Career

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Personal/Social

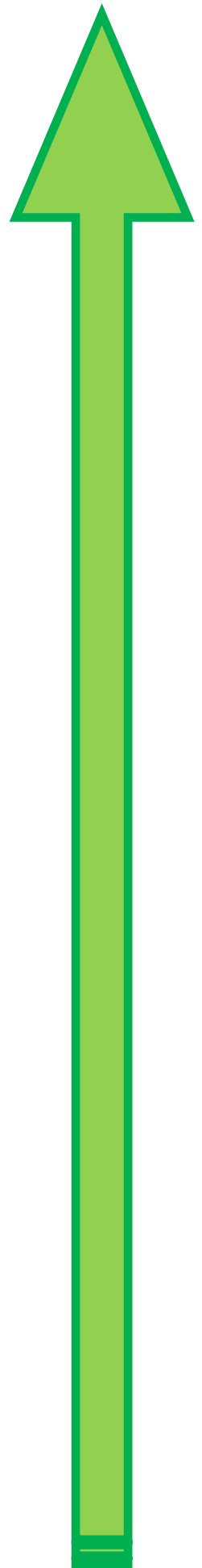
### Overview:

Students will experience various types of applications and related forms in their career lifetime. Often, they are intimidated by these forms because they are unfamiliar with them. Students need to understand the purpose behind “advertising” themselves for a job by putting a spotlight on their best skills using an application or a resume. IN this activity, students will learn how to write a cover letter and professional resume related to a career field of their choice.

### Procedure/ Guidelines:

Have students discuss the importance of various employment documents that verify accurate personal information. Show examples of various types of documents including: application (education, employment, medical information included), cover letter, resume, letters of recommendation and any other documents that may be pertinent to a specific career field.

1. The teacher needs to clarify the purpose for writing a cover letter and developing a resume. (Refer to the purple “Employment” button at the top of the ILP screen).
2. Review “Letter Writing” section within the “Employment” section of the ILP. Students will use resume builder in the ILP and draft a cover letter that is appropriate for an employer in their choice of career field.
3. Students should be placed in homogeneous career groups to review documents and determine if their letter and resume would result in a job interview.
4. As a follow-up lesson, speakers could be invited in to have students ask what types of questions/information potential employers would want to know.
5. As a follow-up lesson, have students develop at least ten interview questions and conduct mock interviews.
6. Students need to record the above activities in their ILP under “Goals and Plans” and “Career Planning Activities”. These documents are meant to be an ongoing process in their prospective career fields.





## Activity C-7: From Classroom to Community

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Academic

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Career

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Personal/Social

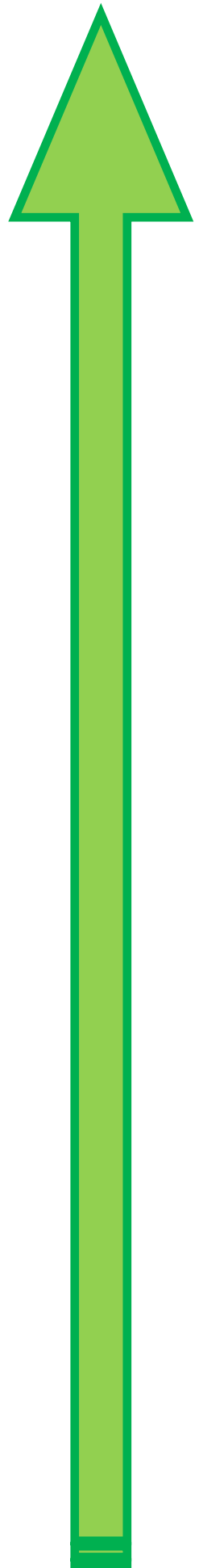
### Overview:

Real-life, hands on experiences in the workplace is the key to ensuring that students have realistic expectations for what the world of work will be like. In order for these experiences to have true relevance it is best to connect them with the student's career plans that are aligned with their skills and interests as identified in the ILP.

### Procedure/ Guidelines:

1. Print each student's suggested careers in their ILP. Have them select one career they are interested in and list the skills/abilities they feel they would be a good match for that career.
2. Pair students to share their lists and solicit feedback from a peer. Are there other characteristics the student possesses that the peer thinks should be added to the list? Are there other careers this student would be suited to?
3. As a large group activity, ask each student to share something they learned from their partner and one question they have about the career in which they are interested.
4. As a follow-up assignment have students conduct research in their ILP to answer the following questions about the career (sheet attached).
  - a. Brief summary (3-5 sentences) of the career
  - b. Brief summary of the training or education required for the career
  - c. Potential earnings for entry level positions in this career.
  - d. An answer to the question they shared (# 3 above).
5. Review each student's responses to determine if this is a career they would like to pursue further. If yes, reach out to the community to locate a professional mentor that the student could job shadow. If no, begin the search again by having student research a related career from the list of suggestion in their ILP.
6. Finally, have students record this experience as a career planning activity in their ILP by clicking on "Goals and Plans" in the blue banner on the left side of the screen.

**Resources:** Explore Careers Activity Sheet (see next page)







Name: \_\_\_\_\_ Career: \_\_\_\_\_

Search for Careers	
Enter a career name:	
➔ Search by Index	Use the alphabetical index to quickly find the careers you're looking for.
➔ Search by School Subject	Pick a school subject and see which careers it leads to.
➔ Kentucky Career Clusters	Explore occupations using Kentucky Career Clusters.
➔ Search by Cluster	Select an occupation cluster and explore the careers within it.
➔ Career Selector	Search for careers based on a variety of criteria.
➔ Military Careers	Learn more about occupations in the military.
➔ Explore Industries	Explore labor market trends and how businesses are grouped.

1. Brief summary (3-5 sentences) of the career.
2. Brief summary of the training or education required for the career.
3. Potential earnings for entry level positions in this career.
4. Answer the question the group shared during the classroom discussion.



## Activity C-8: “YOU” Tube

☐ Academic    ☒ Career    ☐ Personal/Social

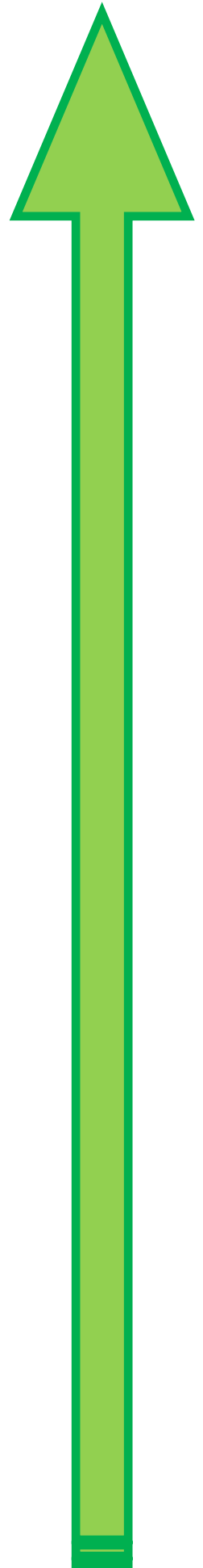
### Overview:

Students will compare positive and negative real life experiences. They will brainstorm/discuss what a positive attitude looks like. Students will create a project to demonstrate what a positive attitude looks like.

### Procedure/ Guidelines:

Divide students into same gender groups. Instruct them to close their eyes and ask them to raise their hands if someone has ever been mean to them. Next, have them open their eyes to see that the majority, if not all students, have raised hands.

1. Have students close their eyes again and ask them to raise their hands if they have been mean to someone else. Again, have them open their eyes to see raised hands.
2. In large group discuss the impact of either being mean or being treated meanly can have on school performance and success in a job/career. Ask students to brainstorm words that describe the results of this treatment. Define and discuss each word (suggested words: mistrust, competitiveness, disengagement, indifference...)
3. Allow students to self-select a small group (3-5) to create a project that illustrates one or more of the words above and how it could negatively impact job performance. Choices include (but are not limited to) cartoon, You-Tube video, role playing script, poster, article for a magazine.
4. Using the same medium, have students create a project that illustrates strategies/approaches/ideas for a positive job outcome (i.e., solve a problem, develop a new idea or product)
5. Have students upload any documents, video, pictures they have created to the “My documents” section of their ILP.





## Activity C-9: I am TEAM (Lesson One)

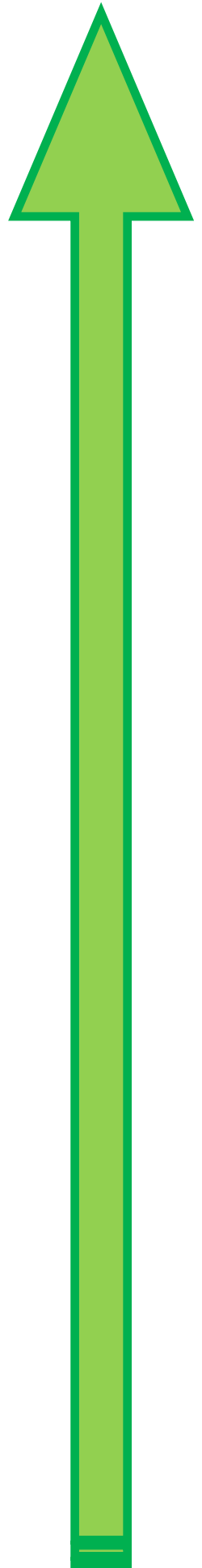
☐ Academic    ☒ Career    ☐ Personal/Social

### Overview:

Students will understand the traits and characteristics of a successful team and will develop the skills necessary to work collaboratively - at all levels - to accomplish a common goal. In the process they will learn to value the contributions of team members with diverse backgrounds, skill sets, knowledge, perspectives and interests.

### Procedure/ Guidelines:

- The teacher will divide the group into two “teams” (if the group is large enough, otherwise one team would suffice). The teacher will need to have 12-16 balloons already inflated for this activity.
- Have the teams stand in a circle. The object of the game is to keep the balloons in their circle in the air by hitting them (volleying them) up into the air. If a balloon touches the ground, the team has lost. The team who can stay in the game the longest, wins the game.
- In the beginning the teacher will give two students in each group a balloon and when the teacher says to begin, those students with balloons will begin volleying them into the air. The teacher then adds a balloon to each group every 15-20 seconds until both teams have at least 6 to 8 balloons going at one time.
- On the first try, the team may not organize well. If no student steps to the front as a “leader” the team may very well struggle. The teacher should not coach them through the first round. A team may very well have more than one leader step up and try to direct the game, in which case there may still be a great deal of pandemonium. Again, the teacher should not coach the teams, but allow them to “play” the game under their own direction.
- After one round, the teacher should sit the students down and discuss the process each team went through to try to obtain their objective. What strategies were used to attempt to “win” the game? What strategies were missing that might have helped? This is a good time to discuss if a team had a natural leader step up, or if too many leaders stepped up. Discuss the importance of leadership to the succeeding or failing with a mission.





## Activity C-10: I am TEAM (Lesson Two)

☐ Academic

☒ Career

☐ Personal/Social

### Overview:

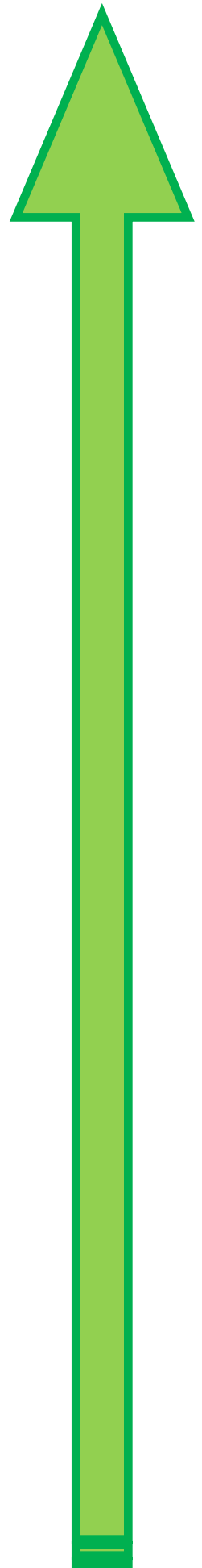
Students will understand the traits and characteristics of a successful team and will develop the skills necessary to work collaboratively - at all levels - to accomplish a common goal. In the process they will learn to value the contributions of team members with diverse backgrounds, skill sets, knowledge, perspectives and interests.

### Procedure/ Guidelines:

- Building on yesterday's discussion, the teacher will initiate a discussion of the students' ideas of a "good"/ effective leader by asking the students to name 2-3 people (could be in their school, in their district, in the state, in the US or a national leader. The leader could be alive or dead.)
- Ask the students to quickly explain who they chose as a good leader in terms of who they were and what they did. Ask the group as a whole what elements, or qualities, these leaders possess. Make a list of these quality traits with the students.
- Now, break the students up into two groups. Give one group the article "Five Qualities Good Leaders Express" by Lisa Dewey (see Resources section below) and "Seven Qualities of a Good Leader" by Barbara White (see Resources section below).
- Ask the students to quickly scan their articles and chart the characteristics these articles indicate that good leaders need. Have someone from each group share their charted list of leadership characteristics.
- If time permits, the teacher could consider asking the students what they feel the difference is between a good leader, and a hero. (i.e. a hero rescues people, whereas a leader helps people learn to rescue themselves; a hero receives the glory for the work, whereas a good leader would share the glory with the team)

### Resources:

- [Seven Qualities of a Good Leader, by Barbara White](#)





## Activity C-11: I am TEAM (Lesson Three)

☐ Academic

☒ Career

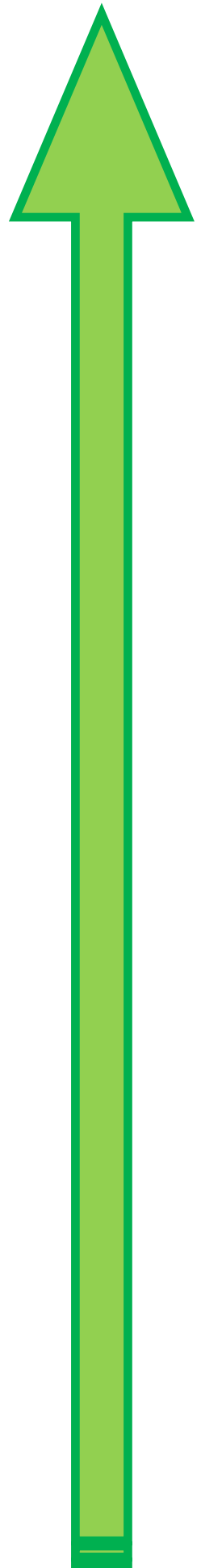
☐ Personal/Social

### Overview:

Students will understand the traits and characteristics of a successful team and will develop the skills necessary to work collaboratively to accomplish a common goal. In the process, they will learn to value the contributions of team members with diverse backgrounds, skill sets, knowledge, perspectives and interests.

### Procedure/ Guidelines:

- The teacher will initiate a discussion on what elements are necessary in an effective team and how those elements were either present or absent from the group balloon activity.
- The teacher should ask the students to consider how the following elements are important to team success (note the teacher may need to provide a brief explanation of these items):
  - Goal Setting
  - Team members- defined role
  - Responsibility/Trust
  - Compromise
  - Team members equally contributing (participating)
  - Leadership/project Management
  - Communication
  - Adaptability
  - Performance assessment
- The teacher can now ask the students to evaluate what they could have done differently in the balloon activity if they had taken time to organize their team. If time permits, allow students to re-do the balloon activity, allowing them time to organize their team. Compare the results to the first time the students participated in this activity.
- Advisor should initiate a discussion of how teams operate in the workforce and:
  - What roles do teams play in your school
  - What roles do teams play in your clubs organizations?
  - What roles do teams play in your community?
  - Which team roles are not necessary?
  - How do animals work in teams?
  - What strengths did you bring to your team?
  - What strengths do you possess that weren't tapped?
  - What makes an effective leader?
  - What are the likely pitfalls to a team project?





## Activity C-12: I am TEAM (Lesson Four)

☐ Academic    ☒ Career    ☐ Personal/Social

### Overview:

Students will understand the traits and characteristics of a successful team and will develop the skills necessary to work collaboratively - at all levels - to accomplish a common goal. In the process they will learn to value the contributions of team members with diverse backgrounds, skill sets, knowledge, perspectives and interests.

### Procedure/ Guidelines:

- The teacher will want to discuss with students the importance of making good decisions and the process they can use for considering the options they have in order to make the best decision.
- The Decision Making Lesson Plan (see Resource Section below) has a handout that all students will receive called "Decision Mountain." Provide a copy for all students.
- The Decision Making Lesson Plan (see Resource Section below) has five "stories" that involve situations where students need to make decisions. The teacher should pick 2-3 stories that will work best with their students (consider that Story #5 involves a "Walkman." This story can be updated to say MP3 player, iPad or cell phone).
- Divide the students into smaller groups and have them complete the "Decision Mountain" paper based on the story they are assigned. They should work collaboratively in their groups to complete the task.
- Once each group is finished, ask one student from each group to share the story, and the process they went through to choose the best decision.

Note: The lesson plan used for this lesson indicates that it is for 4<sup>th</sup> -6<sup>th</sup> grade. It can be used for both middle and high by choosing (or tweaking) the stories appropriately.

### Resources:

- Lesson Plan: <http://www.uen.org/Lessonplan/preview.cgi?LPid=4641>

